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ABSTRACT

This report evaluates an ESEA Title I 1970 summer program, conducted in and by the Passaic Public Schools (New Jersey), that enrolled 393 children in grades 2-6. The project aimed at improving the reading skills of the English speaking children and the English language skills of the non-English speaking children. Other aspects of the program involved field trips, cultural events, vocal and instrumental music, psychological services, health services, and a hot lunch program. Staff comments and recommendations and test results are included. A related document is EA 003 706. (MLF)

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R E P O R T

on

ESEA TITLE I SUMMER PROGRAM

July 1970

P R O J E C T #10

Passaic, N. J.

Submitted to:

Passaic Board of Education

Prepared by:

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Director of Federal Projects
Principal, Summer Program, 1970

Sept. 1970

EA003 699

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STAFFING PATTERN

Principal	1
Assistant Director	1
Head Teachers	3
Secretary	1
Clerk Typist	1
Dietician-Manager	1
Cooks	6
Teachers	46
Nurse	1
Psychologist	1
Attendance Officers	2 plus 1 per diem
Job Corps Helpers	6
Janitors	1½
Gym Teachers	2
Music Teachers	6
Music Supervisor	1

SUMMER PROGRAM, 1970

Location: The ESEA Title I Summer Program for 1970 took place, as it has since its inception, in 1966 in School #8, 100 Fourth Street, Passaic, N. J. Children who did not live in the attendance area of this school were transported by chartered bus daily to and from the school. Pick-up locations were other public schools in Passaic.

Participants: 393 children, grades 2 through 6, were registered in the program, of whom 36 failed to come at all. The average daily attendance was 296.5.

Some of the problems in participation, in addition to normal absence due to illness, were the following:

> There was some "shopping around" in the various programs being offered in Passaic, and some children chose to attend purely recreational ones rather than one with emphasis on the academic; parents signed children up knowing they were going on vacation in mid July and just wanted the children actively engaged until they left; and some parents were fearful to allow children to go on field trips and kept their children home.

Recommendation: Next year, there should be better coordination between the various agencies in Passaic that plan programs for the children during the Summer, so that conflicts may be cut to a minimum. There should also be a more effective public relations job with parents so that they understand the importance of a commitment to a program once they have agreed to send the child.

Class arrangements: Children were grouped no more than ten to a teacher. Two groups, and in two cases, three groups, were teamed in each room. Children whose main problem was lack of facility in the English language were grouped together, following an informal testing to see the degree of knowledge of English, as well as age level. Two grade levels were grouped together, in an ungraded situation.

Children whose main problem was reading were similiarly grouped, in groups of no more than ten and in teams of two or three to a room.

Program

1. The major thrust of the program was reading improvement for the English speaking childran, and improvement in the English language for the non-English speaking children. The bulk of the latter were native Spanish speakers, but there were also children whose native language was German. Arabic, Hungarian, Ukranian, and other European languages.

2. Field Trips were a second major activity. Every child went on one each week, according to age and interest level. Alternate field trips were planned in case of inclement weather if the trip was to be an outdoor one, but fortunately the weather was good on all field trip days. The field trips were:

Van Saun Park
Metropolitan Museum of Art
Newark Museum
Staten Island Zoo and Museum
Morristown National Historical Park
Turtle Back Zoo
United Nations
Museum of Natural History

There were no field trips scheduled for the first and last weeks. Picnic lunches were provided by the cafeteria.

3. Cultural Events

Two professional programs and one by the children were provided during the summer. The professional programs were:

Jiggs, the Chimpanzee
Ballet Flamengo Spanish Dance Troupe

The children put on a performance of their own as a culminating activity of the Music Department.

Music

Six Music teachers and a Director worked with the children in both vocal and instrumental music. A report by the Music Department is attached. As will be noted in the report, the use of music enhanced learning of reading.

4. Psychological Services

A Psychologist was employed to test a number of children in the program who had not been tested during the year. The Psychologist administered twenty complete batteries, and counseled a number of other cases. The Psychologist's report is attached.

5. Health Services

A nurse was on duty at all times during the Summer program. In addition to attending to the emergency medical needs of the children as they arose, the nurse checked heights and weights, vision and hearing and teeth, sent notes home to parents of those children needing attention, and arranged for medical, visual or dental treatment to be paid by ESEA where necessary (students not on welfare but unable to take care of the financial cost). The nurse reported the following numbers of children:

Heights and Weights, checked	385
Underweights	61
Hearing Tests given	40
Dental exams	385
Dental notes sent home	184
Number of children sent to Dentist	23
Number of visits to Dentist (Some children went more than once)	45
Number of teeth filled by Dentist	43
Number of teeth extracted	37
Number of children completed by end of July	6
Number of children who went to their private Dentist	16
Vision tests done:	140
Notes home re: impaired vision	13
glasses and vision training paid by ESEA	3
Number sent for further hearing evaluation (needs hearing aid) (Welfare will furnish)	1

6. Hot Lunch Program

A hot lunch was provided daily to all children and staff in attendance, and a picnic lunch provided to those on field trips. Sample menus are attached.

7. Attendance

Two attendance officers were on duty daily with the program. In addition, Miss Etta Cero worked with the program from July 14th the end of July. These Attendance officers (two Spanish-speaking) conferred with parents, especially during the first week when many wished to register who had not done so previously. They checked on children who were absent, transported children home who were ill, accompanied children to the Dentist, and in general assisted the program.

Program, Cont'd.

8. In-Service

6 sessions of in-service, held on Saturdays, had been arranged by the former Title I Coordinator before the Summer program began. These were in the area of reading and in teaching English as a Second Language. The present Director of Federal Programs was present at two of these and found them most interesting and helpful.

In addition, the hour before classes began every day was used as a workshop for exchange of ideas, materials available in the program and additional teaching techniques. In some cases, teachers demonstrated their own materials which they had made or presented techniques of teaching that they had found effective. One session was given over, near the end of the program, to comments and suggestions by the teachers. Their written report is attached.

Summer Program
Staff Comments & Recommendations

WE ARE PROUD OF OUR SUMMER PROGRAM...

1. It was a highly organized program.
2. It was a well-balanced program with the physical education and music instruction.
3. The individual attention for the children was excellent and the climate was good.
4. The abundance and variety of materials was over-whelming.
5. The morning in-service programs were well directed.
6. The Learning exchange between teachers was very valuable.
7. The supervisory help was excellent.
8. The quality and quantity of food were wonderful.
9. The trips were interesting.
10. We, as teachers, learned.

MAY WE SUGGEST?

ABOUT TESTING

1. Perhaps it is better not to see Test I scores until the end of the program.
2. Perhaps we should give the IRI* again at the end of the program.
3. Could the test days be the last days for the children?
4. Is there any answer for the problem of a standardized test?

ABOUT THE SCHEDULE

1. We feel the class would work better if the room moved together to music and physical education rather than separately.
2. Could more ESEA teachers be involved in the summer project and rotate from class to class to familarize us directly with materials and techniques?
3. Perhaps we could have a little more teacher planning time in the mornings.
4. We feel two teachers on a bus would be better, the bus schedule should be set up sooner.
5. Perhaps there is a better way of screening children for the program.

*Informal Reading Inventory

MAY WE SUGGEST? (Cont'd)

ABOUT TRIPS

1. Perhaps we could have a better variety of trips.
2. It would be better to have more information about the trips ahead of time for better planning and preparation.
3. We feel we needed a better understanding of individual teacher responsibilities on trips.
4. Perhaps the lunch procedure for trips could be revised.

ABOUT MORNING IN-SERVICE PROGRAMS

1. Could we have more buzz-sessions with choices and selections of meetings?
2. We preferred the in-service meetings with material type; demonstration type; and share type activities rather than the repetition of generalized material covered in the Saturday morning in-service meetings.

ESEA Summer Music Program - 1970

Edward F. Jackson - Supervisor

The Summer ESEA Program was most successful. It is encouraging to see enthusiastic teachers at work to accomplish as much as possible during this specified time. The clue to educating students successfully is total commitment to the ideals and principals of the program and concentrated and determined effort to put these into practice.

The students who were a part of the program must feel a sense of self accomplishment and know that so much can be learned where there is sufficient personnel to relate personally and yet participate as a group.

The music part of the program was a great success. Almost everything we planned was accomplished. The teachers were on the job with new and interesting music and songs which could be used to co-ordinate with the reading program. The children expressed their joy and excitement over the program in the final music program which highlighted the work produced this Summer.

Even the children who knew little or no English when beginning in the ESEA Summer Program were abls to participate and read the music and sing in the English language, with much credit going to the wonderful job done by the Spanish teachers.

I was interested to see how each music teacher felt about the Summer Program on an individual basis, therefore, I'm attaching statements from each.

Summer Music Program - 1970

Miss Susie C. Siler

The ESEA Summer School Program was successful. Music played its role in the success of the program in that reading was taught within the music class. Many of the songs taught were placed on posters, blackboards and ditto. Words not familiar to the children were discussed and written. This aided in expanding the child's sight vocabulary and his comprehension of words. Not only did music touch upon the child's reading skills, it also improved his listening skills and his ability to follow directions.

The greatest accomplishment of the music program was its success in developing free expression through music from these children. They learned without being totally conscious that the learning process was taking place. This can only be done with something that the child enjoys.

It is hoped that the children acquired a great appreciation of music. It is also hoped that they sincerely relaxed and had fun while in the Summer Music Program.

Summer Music Program - 1970

Mr. John Jacobs

During the past five weeks, I think that the 2nd and 3rd Grades accomplished the following:

First of all - the understanding that music is a way of relaxation, without having to become mandatory.

Second - the students learned articulation, word recognition, word and picture relationship and many new songs.

Third - with the rhythm instruments, the students learned varied rhythms which were used with dance steps as the Cha-Cha, Rhumba, Swing, etc.

The students are probably not aware of all the academic material that was learned while enjoying a world of music.

Summer Music Program - 1970

Mr. Patrick Shelby and Mr. Vincent Knight

The Fourth Grade music classes learned the association of text (words) with song. We treated this activity as a supplement to the classroom reading program. The students quickly learned to read from the board by sight recognition and rhythmic association through the use of song.

All Fourth Graders were assigned individual Flutophones and taught basic techniques. This was a valuable activity in the development of co-ordinative skills; listening (ear training), playing and manuel dexterity. Also, most valuable was group participation.

Bilingual problems did not exist in the Flutophone activities.

Summer Music Program -1970

Miss Artist and Mr. Creech

We sincerely feel that the children received intense training in several different domains and facets.

The children were trained in vocabulary, articulation, diction, recognizing words at sight and memorization. The children were also trained in co-ordination; this was done by having them play various Percussion instruments in set rhythmical patterns. They also had a few lessons in poise and stage presentation.

We truly believe that the students came not only to a music class, but to a professional workshop, where they learned the beginnings of artistry.

Social Service Aides

Mrs. Herminia Casiano and Mrs. Rosita Bauza

In the beginning of the program, one of the first things we did was to check on those children who were registered in the program but did not attend. This involved phone calls and visits to the homes of these children by us. Many parents, mostly Spanish, came to the school to see if they could enter more of their children. An explanation was given to them (in Spanish) about the purpose of the Summer Program (i.e. not a baby-sitting agency).

During the session many field trips were taken by the students whose parents had signed the permission slips. There were many children, however, whose parents did not sign a permission slip and by the teacher's request we inquired about this. We explained to the parents that the trips were not only recreational, but educational as well and that the child should be permitted to go.

Transportation for the children to the school was by bus except for those who lived within the vicinity of Number 8 School. The bus drivers experienced some discipline problems the first few days and we suggested that a teacher from the program should ride on every bus. We received permanent bus assignments for the mornings and afternoons.

Many privileges were given to the children in the program. Some of them included dental care, hearing and eye examinations. Children were examined by the school nurse and those who were found to need special attention received it. There was a list of 184 children who needed this and we were able to contact 109 of them by telephone. We selected those children who could not afford to pay for this care. Twenty-three children were taken to the dentist and this involved

46 trips (each child represents one trip; each child went more than once). One child was taken to the Paterson Hearing Aid Center in Paterson.

During the program, we took a few students home due to the fact that they became ill in school.

We also assisted and aided those teachers who were absent. We also assisted the psychologist when some of the Spanish children were tested and translations were necessary.

It has been an excellent program for us, and has been a great experience. We are pleased that we were able to serve the community in this project.

Psychological Services

Miss Carol Norcia

During the four week period from June 29 to July 24, the following were completed:

1. Twenty complete psychological batteries were given to children who were enrolled in the ESEA Remedial program. The battery included grade level, perceptual, intelligence, and personality evaluation.

2. Teacher conferences were given with each case.

3. R apport sessions, apart from testing session, were given as well as consultation with the Spanish speaking aides.

4. Discussion, evaluation and practical recommendations were made for reading materials when remedial action was necessary.

5. In some cases, special one-to-one remedial sessions for reading were set up with the reading specialists and advised by the psychologist.

6. Nine individual cases were counseled on a regular basis.

7. Four group sessions with chronic behavior problem children were held twice a week for the duration of the Summer program. Conditioning schedules for behavior modification were used with these groups.

8. Each of the children seen by the psychologist sas given follow-up interviews and follow-up conferences with the teachers were held.

9. For every child, an individual memo giving a thumbnail sketch of testing trends and recommendations practical to the classroom situation were given to the child's teacher.

10. The psychologist made herself available during and after school hours for further discussion and consultation with the teachers.

11. One parent conference was held.

ESEA SUMMER PROGRAM

June 6 - July 11, 1970

Monday	Juice Frankfurter on Roll Baked Beans Sauerkraut Fruit Cup ½ Pint Milk
Tuesday	Baked Meat Loaf Whipped Potatoes Buttered Succotash Bread & Butter ½ Pint Milk Cup of Raisins
Wednesday	Macaroni & Beef w/cheese & Tomato Sauce Buttered Peas Jello w/fruit French Bread & Butter ½ Pint Milk
Thursday	Baked Chicken Buttered Steamed Rice Buttered Green Beans Apple Sauce Bread & Butter ½ Pint Milk
Friday	Toasted Cheese Sandwich Potato Chips Lettuce w/tomato Wedges Fresh Fruit ½ Pint Milk

ADULTS - Assorted salad plates
FIELD TRIPS - Peanut Butter & Jelly Sandwich - Fruit - Cookies - ½ Pint Milk

MENU SUBJECT TO
MINOR CHANGES

ESEA SUMMER PROGRAM

June 29 - July 3, 1970

Monday	Buffet Luncheon - Faculty
Tuesday	Hamburger on Bun Potato Chips Pickled Beets Sliced Peaches ½ Pint Milk
Wednesday	Spaghetti w/meat & Tomato Sauce Tossed Salad Jello w/fruit French Bread & Butter ½ Pint Milk
Thursday	Roast Beef w/gravy on Bun Mashed Potatoes Buttered Peas & Carrots Chocolate Pudding ½ Pint Milk
Friday	Baked Fish Square Spanish Rice Buttered Mixed Vegetables Cole Slaw Bread & Butter ½ Pint Milk

MENU SUBJECT TO
MINOR CHANGES

SUMMARY OF TEST RESULTS

Data to Include:

The tests used were alternate forms of the Stanford Achievement Tests, forms X and Y. Pre-test was given on 6/10/70. (Untested students were given the pre-test the first two days of the Summer session). Post test was given during the last week of July.

In the tutorial program following the July session, the post test served as the pre-test, and the alternate form, given August 27, was the post test.

Test levels given in each grade depended on the possibility of the child being able to cope with the test at all. Hence, several levels were given in each grade group:

Grade 2 - Primary I and II

Grade 3 - Primary I and II

Grade 4 - Primary I, II and Intermediate I

Grade 5 - Intermediate I (individual students on other levels)

Grade 6 - Intermediate II (individual students on other levels)

*TABLE I - This table indicates the following data for each test given in each grade:

Grade, number of children, Test and Section of Test, Range, Median and Mean for each Section of the Test, and the difference in the Mean scores.

*TABLE II- Actual number of children in Grade 2 who gained or lost a specific number of months on each part of the subtests. These tables indicate children in grade levels, without a further breakdown as to test administered. These include the Mean gains and losses, in months.

TABLE III-As above for Grade 3

TABLE IV -As above for Grade 4

TABLE V -As above for Grade 5

TABLE VI -As above for Grade 6

Code: WR -Word Recognition
PM -Paragraph Meaning
WSS-Word Study Skills
WM -Word Meaning
Vocab.-Vocabulary

*Note - Number of children will not be the same on both of these sets of tables, because children who were few in number (because they were tested on a different test level) were not figured on the Means and Medians (Table I) but were on the individual gains or losses Tables.

Stanford Reading Test

SUMMER TESTING PROGRAM ESEA 1970 TITLE I

Pre Test June 16 Post Test July 30

Grade	No. of Students	Test Level and Section	Pre Test Range	Median Pre	Post Test Range	Median Post	Mean Pre	Mean Post	Difference in Scores Means
2	46 - 47	Pr. I - W.M.	1.0 - 2.1	1.4	1.0 - 3.2	1.5	1.4	1.6	+ .2
	46 - 47	Pr. I - P.M.	1.0 - 2.3	1.4	1.0 - 3.6	1.6	1.4	1.6	+ .2
	46 - 47	Pr. I - Voc.	1.0 - 2.4	1.3	1.1 - 2.5	1.5	1.3	1.6	+ .3
	46 - 47	Pr. I - W.S.S.	1.0 - 2.3	1.5	1.0 - 3.4	1.6	1.4	1.6	+ .2
2	12	Pr. II - W.R.	1.0 - 1.7	1.2	1.1 - 2.0	1.5	1.4	1.3	+ .3
	12	Pr. II - P.M.	1.0 - 1.9	1.6	1.1 - 1.9	1.6	1.4	1.6	+ .2
	12	Pr. II - W.SS	1.2 - 2.6	1.7	1.1 - 2.7	1.8	1.8	1.9	+ .1

W.M. - Word Meaning
W.R. - Word Recognition
P.M. - Paragraph Meaning
Voc. - Vocabulary
W.S.S. Word Study Skills

TABLE I-A

Stanford Reading Test

SUMMER TESTING PROGRAM ESEA 1970 Title I — Pre Test June 16 — Post Test July 30

Grade	No. of Students	Test Level and Section	Pre Test Range	Median Pre	Post Test Range	Median Post	Mean Pre	Mean Post	Difference Scores Mean
3	35	Pr. I - W.M.	1.0 - 2.9	1.7	1.1 - 3.2	2.0	1.7	2.1	+ .4
	35	Pr. I - P.M.	1.0 - 3.1	1.6	1.1 - 2.8	1.7	1.7	1.7	+-.0
	35	Pr. I - Voc.	1.0 - 3.9	2.0	1.2 - 3.6	1.9	1.9	2.1	+ .2
	35	Pr. I - W.S.S.	1.0 - 3.9	1.6	1.2 - 3.4	1.8	1.8	2.0	+ .2
3	11	Pr. II - W.M.	1.0 - 2.8	2.0	1.6 - 2.9	2.1	2.1	2.3	+ .2
	11	Pr. II - P.M.	1.4 - 2.6	1.7	1.9 - 3.1	2.0	1.9	2.2	+ .3
	11	Pr. II- W.S.S.	1.1 - 2.7	1.9	1.3 - 2.9	1.7	1.6	1.8	+ .2

W.M. - Word Meaning
P.M. Paragraph Meaning
Voc. Vocabulary
W.S.S. Word Study Skills

TABLE I-B

SUMMER TESTING PROGRAM ESEA 1970 TITLE I

Stanford Reading Test

Pre Test June 16 Post Test July 30

Grade	No. of Students	Test Level and Section	Pre Test Range	Median Pre	Post Test Range	Median Post	Mean Pre	Mean Post	Difference in Scores Mean
4	40	Pr. I - W.M.	1.6 - 3.5	2.9	2.4 - 3.9	3.0	2.8	2.9	+ .1
	40	Pr. I - P.M.	1.6 - 3.8	2.6	1.8 - 4.2	2.7	2.8	2.7	- .1
4	12	Pr. II - W.M.	1.5 - 4.2	2.6	1.8 - 4.4	2.7	2.6	2.7	+ .1
	12	Pr. II - P.M.	1.6 - 3.4	2.3	1.7 - 4.3	2.5	2.3	3.0	+.7
	12	Pr. II - W.SS	1.7 - 3.6	2.1	1.3 - 3.4	2.4	2.4	2.0	- .4
4	6	Int. I - W.R.	1.0 - 1.8	small sample	1.0 - 2.0	small sample	1.1	1.7	+ .7
	6	Int. I - P.M.	1.0 - 1.7	"	1.0 - 1.9	"	1.1	1.5	+ .4
	6	Int. I - Voc.	1.0 - 2.2	"	1.2 - 2.7	"	1.2	1.6	+ .4
	6	Int. I - WSS	1.0 - 1.5	in-valid	1.0 - 1.6	in-valid	1.0	1.1	+ .1

W.M.-Word Meaning
W.R.-Word Recognition
P.M.-Paragraph Meaning
W.S.S.- Word Study Skills
Voc. - Vocabulary

TABLE I-C

Stanford Reading Test

SUMMER TESTING PROGRAM ESEA 1970 TITLE I

Pre Test June 16 Post Test July 30

Grade	No. of Students	Test Level and Section	Pre Test Range	Median Pre	Post Test Range	Median Post	Mean Pre	Mean Post	Difference in Scores Means
5	42 - 43	Int. - W.M.	1.0 - 5.1	3.2	2.5 - 5.6	3.5	3.0	3.5	+ .5
5	42 - 43	Int. - P.M.	1.0 - 4.6	2.6	2.1 - 5.3	3.8	2.9	4.9	+2.0

W.M. - Word Meaning
P.M. - Paragraph Meaning

TABLE I-D

Stanford Reading Test

SUMMER TESTING PROGRAM ESEA 1970 TITLE I

Pre Test June 16 Post Test July

Grade	No. of Students	Test Level and Section	Pre Test Range	Median Pre	Post Test Range	Median Post	Mean Pre	Mean Post	Difference in Scores Mean
6	36	Int. II - W.M.	1.0 - 5.6	3.8	2.3 - 6.6	4.1	3.6	4.1	+ .5
6	36	Int. II - P.M.	1.0 - 5.2	3.2	2.5 - 6.7	4.1	3.3	4.1	+ .8

W.M. - Word Meaning
P.M. - Paragraph Meaning

TABLE I-E

Test 1 date 6/16/70 Test 2 date July 30, 1970 Comparison: Months gained or lost

Number of children who gained or lost.

Grade 2

Gains in months	WR/WM	PM	Vocab.	WSS
+1	12	15	5	5
+2	6	5	6	12
+3	10	1	8	6
+4	8	6	5	3
+5	4	6	7	1
+6	1	5	1	6
+7	2	1	1	1
+8	3	1	0	1
+9	1	0	1	0
+1 year	0	0	0	2
+1 year +	2	1	4	1
+ or - 0	8	1	6	3
Losses in months				
-1	5	4	2	4
-2	1	1	8	5
-3	4	5	0	5
-4	4	2	2	2
-5	0	0	0	0
-6	1	0	0	2
-7	0	0	0	0
-8	0	0	0	0
-9	0	0	1	0
-1 year	0	0	0	0
-1 year +	0	0	0	0
Number Gained	47	41	38	28
No Change	6	1	6	3
Number who lost	15	10	12	16
Mean Gain (includes those with no change)	+.3	+.3	+.4	+.4
Mean Loss	-.3	-.2	-.2	-.3

Total numbers vary because absenteeism during testing.

TABLE II

Test I date: 6/16/70 Test 2 date: July 30, 1970 Comparison. Months gained or lost
Number of children who gained or lost

Grade 3

Gains in months	WR/WM	PM	Vocab.	MSS
+1	5	10	4	4
+2	7	7	2	4
+3	10	5	3	4
+4	3	5	3	6
+5	2	2	1	5
+6	6	6	5	0
+7	0	3	0	2
+8	3	2	0	0
+9	1	0	0	2
+1 year	3	0	0	2
+1 year +	3	0	1	0
+ or - 0	9	8	4	4
Losses in months				
-1	4	2	3	6
-2	2	5	3	1
-3	2	3	2	0
-4	2	1	2	2
-5	0	1	0	2
-6	0	0	1	1
-7	0	1	0	0
-8	0	0	0	1
-9	0	0	1	2
-1 year	0	0	0	0
-1 year +	0	0	0	0
Number Gained	43	40	19	9
No Change	9	8	4	4
Number who lost	10	13	12	15
Mean Gain (includes those with no change)	+.4	+.3	+.3	+.4
Mean Loss	-.2	-.3	-.3	-.4

Total numbers vary because of absenteeism during testing.

TABLE III

Test I date: 6/16/70 Test 2 date: July 30, 1970 Comparison. Months gained or lost
Number of children who gained or lost

Grade 4

Gains in months	WR/WM	PM	NO SCORES Vocab.	WSS
+1	10	3		3
+2	3	2		1
+3	6	3		2
+4	2	4		0
+5	1	5		2
+6	3	1		1
+7	1	1		0
+8	1	3		0
+9	0	3		1
+1 year	1	0		1
+1 year +	5	5		0
+ or - 0	7	7		7
Losses in months				
-1	3	5		1
-2	3	2		0
-3	5	5		1
-4	1	0		1
-5	1	1		0
-6	1	0		0
-7	0	0		1
-8	0	1		0
-9	1	1		1
-1 year	0	0		0
-1 year +	1	3		2
Number Gained	33	30		11
No Change	7	7		7
Number who lost	16	18		6
Mean Gain (includes those with no change)	+.4	+.5		+.3
Mean Loss	-.4	-.5		-.8

Total numbers vary because of absenteeism during testing.

TABLE IV

Test 1 date: 6/16/70 Test 2 date: July 30, 1970 Comparison. Months gained or lost
Number of children who gained or lost.

Grade 5

			NO SCORES	
Gains in months	WR/WM	PM	Vocab.	WSS
+1	5	5		
+2	5	2		
+3	6	5		
+4	5	1		
+5	3	4		
+6	2	1		
+7	3	5		
+8	0	2		
+9	2	3		
+1 year	2	0		
+1 year +	9	21		
+ or - 0	1	0		
Losses in months				
-1	2	1		
-2	1	0		
-3	1	1		
-4	0	0		
-5	0	1		
-6	0	0		
-7	0	0		
-8	0	1		
-9	1	0		
-1 year	0	0		
- 1 year +	2	0		
Number Gained	41	49		
No Change	1	0		
Number who lost	7	4		
Mean Gain (includes those with no change)	+.6	+.8		
Mean Loss	-.6	-.4		

Total numbers vary because of absenteeism during testing.

TABLE V

Test 1 date 6/16/70 Test 2 date: July 30 1970 Comparison. Months gained or lost

Number of children who gained or lost

Grade 6

Gains in months	WR/WM	PM	NO SCORES Vocab.	WSS
+1	0	3		
+2	3	1		
+3	2	1		
+4	1	5		
+5	0	1		
+6	2	1		
+7	0	0		
+8	2	2		
+9	2	2		
+1 year	0	5		
+1 year +	7	7		
+ or - 0	0	0		
Losses in months				
-1	2	3		
-2	5	4		
-3	3	1		
-4	0	1		
-5	0	0		
-6	0	1		
-7	2	1		
-8	0	0		
-9	0	0		
-1 year	0	0		
-1 year +	0	1		
Number Gained	19	28		
No Change	0	0		
Number who lost	12	12		
Mean Gain (includes those with no change)	+.8	+.8		
Mean Loss	-.3	-.4		

Total numbers vary because of absenteeism during testing.

TABLE VI

Teachers' Analysis of Growth in Non-English Children's Learning English

An informal non-standard criteria was devised to show growth in non-English speaking children during the Summer program. It indicates the number of children who learned specific things.

Number of children tested on this informal inventory: 23

ITEM TAUGHT		NUMBER OF CHILDREN WHO LEARNED
Vocabulary		
1 - 10 new English words		1
11 - 20 " " "		-
21 - 30 " " "		1
31 - 40 " " "		2
more than 40 new words		9
Pronunciation		
Long Vowels		12
Short Vowels		15
R-controlled Vowels		1
Consonants:	v	12
	z	9
	r	15
	dg	6
	sh	20
	th	19
	ch	16
Functional Words		
Prepositions:	1-5	9
	6-10	4
Conjunctions:	and	19
	but	6
	or	5
Pronouns -	personal	21
	objective	17
	Possessive	16
	Demonstrative	1
Articles:	a	19
	an	11
	the	20
Interrogative:	who	18
	when	11
	why	9
	what	22
	where	18
	how	12
Adjectives:	1-5	4
	6-10	4
	more than 10	7
Adverbs:	1-5	8
	6-10	2
	more than 10	3

ESL (cont'd.)

Verbs:	present tense	15
	present and past	8
	present, past and future	8
	Auxiliary verbs to ask a question	10
	Use of infinitive	13

Word Order

learned to use more natural word order in English:

Quite well	11
Somewhat	12

Reading: Number who learned to read in English the material that was patterned orally:

Well	14
Somewhat	7
Did not learn reading	2

General estimate of progress:

Great Progress	10
Some Progress	13
No Progress	0